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## **PERKINS SUMMARY AND FUTURE PLANS FOR IMPLEMENTATION**

Fiscal Years 2008-2013

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- Areas of Emphasis
- Funding Structure
- Five-Year Strategic Plan
- Local Annual Application
- Accountability
- Programs of Study

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
Division of Career Education

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Interim Assistant Commissioner  
573-751-2660

Updated in March 2008

# **Implementing the 2006 Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV)**

## **Missouri's Perkins IV State Plan**

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### **Guiding Assumptions**

Perkins IV maintains much of the program improvement emphasis of Perkins III but requires Missouri Career Education to focus on some new areas. The following guiding assumptions are instrumental in moving Perkins IV forward.

- Federal Perkins IV funding for Missouri Career Education is not an entitlement at either the state or local level.
- The Perkins IV legislation is quite clear that funds are to be used to improve career and technical education and student achievement, not to maintain current operations.
- Missouri Career Education and academic education must be integrated in a more comprehensive way, including improving the academic content of CTE courses.
- Missouri Career Education must continue to emphasize the comprehensive guidance program as a part of the school counseling program at all levels of education.
- The skill set needed for success in postsecondary education and for work are the same.

Missouri Career Education must continue to be strategically placed within the broader vision, mission, and goals for education within the state.

### **NEW PERKINS IV AREAS OF EMPHASIS**

Perkins IV requires Missouri and local eligible recipients to emphasize areas designed to result in program improvement and increased student achievement. These areas are:

- **Secondary/postsecondary curricular alignment and improved student transition**
  - Both secondary and postsecondary are required to demonstrate alignment of courses for seamless transition between secondary and postsecondary career education programs of study.
  - Continue to develop statewide articulation of secondary and postsecondary career education programs to improve and increase the opportunities for student transition.
- **Emphasis on quality data and accountability to drive funding decisions resulting in improved student achievement and program improvement**
  - Perkins funds must be used to improve performance measures on the core indicators.
  - Data quality is improved through the development of the statewide system.

- **Increased and documented academic and technical rigor in both secondary and postsecondary Missouri Career Education courses**
  - Academic competencies are strengthened and applied in career education courses.
  - A system of technical skill attainment must be developed and implemented to respond to Perkins core indicators, but more importantly can assist in successful transition between secondary and postsecondary education and/or work.
- **Sustained professional development for secondary and postsecondary instructors and administrators**
  - Professional development must be more than a one-day workshop experience; the emphasis is on a sustained professional development program.
  - Professional development opportunities must support both secondary and postsecondary instructors and administrators and foster partnerships.
- **Programs of study must be implemented at both the secondary and postsecondary levels that meet labor market needs.**
  - Each local eligible recipient must develop at least one program of study in a Career Cluster Pathway during Perkins IV.
  - Programs of study should prepare students for high-demand, high-wage occupations that lead to recognized employer credentials, postsecondary certificates, and associates and/or bachelors degrees.
- **Changes in funding structure and use of funds to improve performance in these identified areas of emphasis**
  - Perkins IV requires the use of funds to improve performance.

## **FUNDING STRUCTURE—BASIC GRANT**

As required by Section 112 (a)(1) of the Perkins Act, 85% of the Basic Grant will be distributed to local eligible recipients.

Included in the Perkins legislation is a requirement that each eligible agency describe in its State Plan the split of funds between secondary and postsecondary and also provide the rationale for this split of funds. In the previous State Plan (Perkins III), the Division of Career Education utilized enrollment numbers to arrive at the 70/30 split between secondary and postsecondary. Thus, for the Perkins IV State Plan, the Division again used enrollment numbers to determine the split of funds. For this determination, the Division chose to use enrollment numbers over a six-year period (which was the life of Perkins III).

For the transition year, the result of the six-year average was a 72/28 split between secondary and postsecondary. This funding split took effect in Fiscal Year 2008 and impacted the allocations for the Perkins grants beginning July 1, 2007.

For year one of the five-year plan, the result of the six-year average will again be a 72/28 split between secondary and postsecondary. Thus, the current funding split will continue to be in effect for Fiscal Year 2009 and impact the allocations for the Perkins grants beginning July 1, 2008.

As indicated in the State Plan, the funding distribution percentage will be reviewed each fiscal year, and if necessary, the Division will change the percentages to reflect the current enrollment rates.

## **SECONDARY**

According to Section 131(a) of the Perkins Act, the distribution of funds to local educational agencies (LEAs) for secondary programs will be based on the following:

- 30% based on the number of individuals ages 5 through 17 who reside in the school district served by the local educational agency, and
- 70% based on the number of individuals ages 5 through 17 who reside in the school district served by the local educational agency and are from families below the poverty level.

The Perkins Act requires two conditions be met in order for a LEA to directly access Perkins funds. The first condition requires the LEA to have a minimum allocation of \$15,000; and the second requires the LEA's secondary career education program offerings to be of sufficient size, scope, and quality to be effective. The definition of sufficient size, scope, and quality is as follows:

Sufficient Size, Scope, and Quality - A full range of Department-approved career and technical education programs, services, and activities provided by an eligible recipient that would provide training opportunities in four of the seven career education program areas (Agricultural Education, Business Education, Family and Consumer Sciences – Family Focused Education and Occupational Education, Health Sciences Education, Marketing and

Cooperative Education, and Trade and Industrial Education (including Project Lead The Way); and supportive services that include student assessment, guidance, placement, and remedial academic support for all students, including members of special populations who are enrolled in career education provided by the eligible recipient.

If the LEA meets these two conditions, it may 1) submit a local plan to access Perkins funds as a designated fiscal agent, or 2) enter into a consortium with one or more other LEAs and the consortium will submit one local plan. Local educational agencies that do not meet both conditions must join into a consortium with other LEAs to collectively meet both conditions. The consortium will submit one local plan, or let the allocated funds revert back to the Department for reallocation.

Per Section 131 of the Perkins Act, a local educational agency may enter into a consortium for the purposes of receiving funds under this title. The consortia must: 1) provide services to all LEAs participating in the consortium, 2) provide services of sufficient size, scope, and quality to be effective, and 3) use funds in a manner that benefits all members of the consortium. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. According to Section 131(f)(2) such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

Any amount that is not allocated, due to the \$15,000 minimum, will be reallocated to those LEAs that meet the minimum allocation and sufficient size, scope, and quality requirement per Section 131(c)(3).

## **POSTSECONDARY**

According to Section 132(a) of the Perkins Act, the distribution of funds to eligible institutions for postsecondary programs will be based on the following:

- The number of individuals who are Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in an approved career education program.

The Perkins Act requires two conditions be met in order for an eligible institution to directly access Perkins funds. The first condition requires the eligible institution to have a minimum allocation of \$50,000; and the second requires the eligible institution's postsecondary career education program offerings to be of sufficient size, scope, and quality to be effective.

If the eligible institution meets these two conditions, it may 1) submit a local plan to access Perkins funds as a designated fiscal agent, or 2) may enter into a consortium with one or more other eligible institutions and the consortium will submit one local plan. Eligible institutions that do not meet both conditions must join into a consortium with other eligible institutions to collectively meet both conditions. The consortium will submit one local plan, or let the allocated funds revert back to the Department for reallocation.

Per Section 132 of the Perkins Act, eligible institutions may enter into a consortium for the purposes of receiving funds under this title. The consortia must: 1) provide services to all eligible institutions participating in the consortium, 2) provide services of sufficient size, scope, and quality to be effective, and 3) use funds in a manner that benefits all members of the consortium. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. According to Section 132(a)(3)(B) such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

Any amount that is not allocated, due to the \$50,000 minimum, will be reallocated to those eligible institutions that meet the minimum allocation and sufficient size, scope, and quality requirement per Section 132(c)(2).

## **DEVELOPMENT OF LOCAL FIVE-YEAR STRATEGIC PLAN**

As required by the Perkins Act, any eligible recipient serving as a fiscal agent will be responsible for submitting to the Division a local five-year strategic plan.

The local plan must address all of the requirements stated in the Perkins Act under Section 134 Local Plan for Career and Technical Education Programs and Section 135 Local Uses of Funds. Special emphasis will be placed on the implementation of at least one program of study and the focus on integration of academic and career and technical education.

### **REQUIREMENTS FOR LOCAL FIVE-YEAR STRATEGIC PLAN (SECTION 134)**

- ☐ Describe how CTE programs will be carried out.
- ☐ Describe how CTE activities will meet state and local adjusted levels of performance.
- ☐ Describe how the recipient will –
  - Offer the appropriate courses of not less than one of the career and technical programs of study;
  - Improve the academic and technical skills of students participating in CTE programs through integration;
  - Provide students with strong experience in, and understanding of, all aspects of an industry;
  - Ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;
  - Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.
- ☐ Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).
- ☐ Describe how a wide variety of stakeholders are involved in the development, implementation and evaluation of CTE programs, and how such individuals and

entities are informed about, and assisted in understanding the requirements of Perkins, including CTE programs of study.

- ☐ Provide assurances that programs are of such size, scope and quality to bring about improvement in the quality of CTE.
- ☐ Describe the process that will be used to evaluate and continuously improve performance.
- ☐ Describe how the recipient will review CTE programs, identify and adopt strategies to overcome barriers that result in lower access or success for special populations, provide programs that enable special populations to meet local performance levels, and provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
- ☐ Describe how individuals who are members of special populations will not be discriminated against based on this status.
- ☐ Describe how funds will be used to promote preparation for nontraditional fields.
- ☐ Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.
- ☐ Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups; and the transition to teaching from business and industry.

#### **REQUIREMENTS FOR USES OF FUNDS (SECTION 135)**

- ☐ Strengthen the academic and career and technical skills of students through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study.
- ☐ Link career and technical education at the secondary level and postsecondary level, including by offering the relevant elements of not less than one career and technical program of study.
- ☐ Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
- ☐ Develop, improve, or expand the use of technology in career and technical education.
- ☐ Provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs.
- ☐ Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.
- ☐ Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.
- ☐ Provide services and activities that are of sufficient size, scope, and quality to be effective.

- ☐ Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

## **SUBMISSION OF PLAN AND GRANT (ePeGS)**

The Department of Elementary and Secondary Education is in the process of developing a Department-wide grant application system known as the Missouri electronic Planning and electronic Grant System (MOePeGS). The purpose of this project is to create a seamless planning and e-grants process for school districts, other educational institutions, and the Department, so there is a comprehensive plan and consistent application process to provide information for budgets and school improvement planning. The goals of the project include:

- a cross-divisional planning process that meets State and Federal requirements, and
- a consolidated grant application process that integrates with the planning process to ensure the budget supports the plan and integrates with the allocation and payment of funds.

Starting with Fiscal Year 2009 (July 1, 2008 to June 30, 2009) and thereafter, each eligible recipient serving as a fiscal agent will be responsible for submitting to the Division a local five-year strategic plan and an annual budget for the Perkins grant through ePeGS. Instead of submitting an annual application, each fiscal agent will be responsible for annually reviewing their local five-year strategic plan and making appropriate changes.



## **ACCOUNTABILITY**

Secondary eligible recipients must meet indicators (1S1 – Academic Attainment-Reading/Language Arts; 1S2 – Academic Attainment-Mathematics; and 4S1 – Student Graduation Rates) as established under No Child Left Behind. All secondary concentrators in the consortium (when applicable) must be included in the performance report. A baseline will be established for each eligible recipient using a three-year average for all other indicators. (Secondary and postsecondary). When data are not available, the baseline will be the same as the State baseline. If an eligible recipient does not accept the State’s baseline, they may negotiate an adjusted level of performance. Eligible recipients will not be allowed to negotiate an adjusted level of performance below its baseline. If an eligible recipient is performing above the State baseline, the adjusted performance level must meet or exceed their three-year rolling average. If an eligible recipient is performing below the State baseline, the adjusted level of performance will be a minimum of a two-percentage point increase over the established baseline per year. The ultimate goal is to reach the State baseline.

### **Tech Prep Accountability**

Tech Prep consortia will have additional accountability indicators:

- The number of secondary education Tech Prep students and postsecondary education Tech Prep students served.
- The number and percentage of secondary education Tech Prep students enrolled in the program who:
  - Enroll in postsecondary education;
  - Enroll in postsecondary education in the same field or major as the students’ were enrolled in at the secondary level;
  - Complete a state- or industry-recognized certification or licensure;
  - Successfully complete, as a secondary student, courses that award postsecondary credit; and
  - Enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.
- The number and percent of postsecondary education Tech Prep students who:
  - Are placed in a related field of employment not later than 12 months after graduation from the Tech Prep program;
  - Complete a state- or industry-recognized certification or licensure;
  - Complete a two-year degree or certification program within the normal time for completion of the program; and
  - Complete a baccalaureate degree program within the normal time for completion of the program.

## **PERKINS IV TIMELINES**

Below are the timelines for Perkins IV federal, state, and local requirements. The Five-Year Perkins State Plan must be developed and submitted to the U.S. Department of Education in Spring 2008. The Plan will define all the Perkins IV issues related to program, accountability, administration, and funding.

January 2008	Conduct public hearings on Perkins IV state plan
February, 2008	Division of Career Education will notify local educational agencies of Perkins IV consortium
March 27, 2008	Perkins IV State Plan submitted to State Board of Education for approval
April 1, 2008	Perkins IV State Plan submitted to U.S. Department of Education
TBA	Local Plans Due via ePeGs
July 1, 2008	State Plan Approved

## DESE Division of Career Education Staff Assignments for Fiscal Year 2008

### SECONDARY

FISCAL AGENT	CODE	DESE CONTACT
Arcadia Valley R-II	047-062	Kristie Davis
Bayless	096-099	Kristie Davis
Belton 124	019-152	Connie O'Brien
Boonville R-I	027-061	Connie O'Brien
Brookfield R-III	058-112	Don Walker
Camdenton R-III	015-002	Connie O'Brien
Cape Girardeau 63	016-096	Connie O'Brien
Carrollton R-VII	017-125	Kristie Davis
Carthage R-IX	049-142	Kristie Davis
Caruthersville 18	078-012	Don Walker
Chillicothe R-II	059-117	Don Walker
Clark County R-I	023-101	Connie O'Brien
Clinton	042-124	Kristie Davis
Columbia 93	010-093	Don Walker
Crowder College	166-166	Mike Griggs
Dallas County R-I	030-093	Kristie Davis
Doniphan R-I	091-092	Don Walker
Eldon R-I	066-102	Kristie Davis
Excelsior Springs 40	024-089	Kristie Davis
Farmington R-VII	094-078	Connie O'Brien
Ferguson-Florissant R-II	096-089	Connie O'Brien
Fort Osage R-I	048-066	Connie O'Brien
Fredericktown R-I	062-072	Connie O'Brien
Ft. Zumwalt R-II	092-087	Mike Griggs
Gainesville R-V	077-102	Kristie Davis
Grandview C-4	048-074	Kristie Davis
Hancock Place	096-103	Connie O'Brien
Hannibal 60	064-075	Kristie Davis
Harrisonville R-IX	019-149	Connie O'Brien
Hazelwood	096-088	Kristie Davis
Hickman Mills C-1	048-072	Kristie Davis
Houston R-I	107-152	Kristie Davis
Independence 30	048-077	Kristie Davis
Jefferson City	026-006	Don Walker
Jefferson College	145-145	Mike Griggs
Joplin R-VIII	049-148	Connie O'Brien
Kansas City 33	048-078	Don Walker
Kennett 39	035-102	Connie O'Brien
Kirkville R-III	001-091	Connie O'Brien
Lamar R-I	006-104	Mike Griggs
Lebanon R-III	053-113	Connie O'Brien
Lee's Summit R-VII	048-071	Kristie Davis
Lexington R-V	054-045	Connie O'Brien
Liberty 53	024-090	Connie O'Brien

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FISCAL AGENT	CODE	DESE CONTACT
Macon County R-I	061-156	Kristie Davis
Marshall	097-129	Connie O'Brien
Maryville R-II	074-201	Connie O'Brien
Mehlville R-IX	096-094	Connie O'Brien
Mexico 59	004-110	Connie O'Brien
Moberly	088-081	Don Walker
Monett R-I	005-128	Kristie Davis
Moniteau County R-I	068-070	Connie O'Brien
Mountain Grove R-III	114-114	Don Walker
Nevada R-V	108-142	Kristie Davis
New Madrid County R-I	072-074	Kristie Davis
Normandy	096-109	Kristie Davis
North Kansas City 74	024-093	Connie O'Brien
North St. Francois County R-I	094-083	Connie O'Brien
Osage County R-II	076-082	Mike Griggs
Ozark R-VI	022-093	Kristie Davis
Ozarks Technical Community College	640-121	Mike Griggs
Parkway C-2	096-095	Kristie Davis
Pattonville R-III	096-090	Connie O'Brien
Pemiscot County Special School Dist.	078-013	Mike Griggs
Perry County 32	079-077	Kristie Davis
Pike County R-III	082-101	Kristie Davis
Platte County R-III	083-003	Connie O'Brien
Poplar Bluff R-I	012-109	Don Walker
Putnam County R-I	086-100	Kristie Davis
Raytown C-2	048-073	Kristie Davis
Reeds Spring R-IV	104-044	Connie O'Brien
Ritenour	096-110	Kristie Davis
Rockwood R-VI	096-091	Kristie Davis
Rolla 31	081-096	Don Walker
Scotland County R-I	099-082	Connie O'Brien
Sikeston R-6	100-063	Connie O'Brien
South Harrison R-II	041-002	Kristie Davis
Special School Dist.-St. Louis County	096-119	Don Walker
St. Charles R-VI	092-090	Don Walker
St. Joseph	011-082	Don Walker
St. Louis City	115-115	Don Walker
State Fair Community College	126-126	Mike Griggs
Summersville R-II	107-153	Connie O'Brien
University City	096-112	Mike Griggs
Warrensburg R-VI	051-159	Kristie Davis
Washington	036-139	Mike Griggs
Waynesville R-VI	085-046	Connie O'Brien
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West Plains R-VII	046-134	Don Walker

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Crowder College	166-166	Mike Griggs
East Central College	130-130	Mike Griggs
Jefferson College	145-145	Mike Griggs
Linn State Technical College	508-313	Mike Griggs
Maryville R-II	074-201	Mike Griggs
Metropolitan Community Colleges	161-161	Mike Griggs
Mineral Area College	163-163	Mike Griggs
Missouri Southern State University	143-143	Mike Griggs
Moberly Area Community College	162-162	Mike Griggs
North Central Missouri College	198-198	Mike Griggs
Northwest Missouri State University	118-118	Mike Griggs
Ozarks Technical Community College	640-121	Mike Griggs
Rolla 31	081-096	Mike Griggs
St. Charles Community College	146-146	Mike Griggs
St. Joseph	011-082	Mike Griggs
St. Louis Community College	149-149	Mike Griggs
State Fair Community College	126-126	Mike Griggs
Three Rivers Community College	200-200	Mike Griggs
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## TECH PREP

FISCAL AGENT	CODE	DESE CONTACT
Crowder College	166-166	Don Walker
East Central College	130-130	Don Walker
Jefferson College	145-145	Don Walker
Linn State Technical College	508-313	Don Walker
Metropolitan Community College	161-161	Don Walker
Mineral Area College	163-163	Don Walker
Moberly Area Community College	162-162	Don Walker
North Central Missouri College	198-198	Don Walker
Ozarks Technical Community College	640-121	Don Walker
Pike County	082-101	Don Walker
Raytown	048-073	Don Walker
St. Louis Comm. College-Forest Park	149-150	Don Walker
St. Louis Community College	149-149	Don Walker
State Fair Community College	126-126	Don Walker
Three Rivers Community College	200-200	Don Walker

## I. Student Definitions

### A. Secondary Level

Participant – A secondary student who has earned one or more credits in any Department-approved career and technical education program area.
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Concentrator – A secondary student who has earned three or more units of credit in a sequence in a Department-approved career and technical education program area.
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### B. Postsecondary Level

Participant – A postsecondary student who has earned one or more credits in any Department-approved career and technical education program area.
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Concentrator – A postsecondary student who completes a minimum of 12 “academic” or career and technical education sequential credits in a Department-approved career and technical education program that terminates in a degree, certificate, or industry-recognized credential.
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### C. Adult Level

Participant – An adult student who has earned 100 or more clock hours in any Department-approved career and technical education program area.
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Concentrator – An adult student who completes a minimum of 500 clock hours in a Department-approved career and technical education program that terminates in a certificate or industry-recognized credential.
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### D. Tech Prep Secondary

Participant – A student who is enrolled in at least a three sequential career technical education credit course/s grades 11 or 12. The student must be enrolled in a Tech Prep program and have an articulation agreement signed by (secondary education agency) (postsecondary education agency) (student). The articulation agreement must be a non duplicative sequence of training that leads to a two year degree or two year program certificate.
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Concentrator – In addition to the requirement of a Tech Prep participant the student will have earned three sequential CTE credits grades 11 or 12.
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Completer – In addition to the requirement of a Tech Prep concentrator the student must have earned a high school diploma.
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#### E. Tech Prep Postsecondary

Participant – A student that has completed the secondary component of a Tech Prep program. The student must be enrolled in a postsecondary education component of a Tech Prep program and have an articulation agreement signed by (secondary education agency) (postsecondary education agency) (student). The articulation agreement must be a non duplicative sequence of training that leads to a two year degree or a two year program certificate.
Concentrator – In addition to the requirements of a Tech Prep participant the student must have earned a minimum of 12 academic or career and technical education sequential credits in a postsecondary component of a Tech Prep program or earned a minimum of 500 clock hours in a postsecondary education component of a clock hour Tech Prep program
Completer – In addition to the requirement of a Tech Prep concentrator the student must have earned an associate degree or a two year program certificate.

## II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

### A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>1S1</b> <b>Academic Attainment –</b> <b>Reading/Language Arts</b> <b>113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of CTE concentrators who score either proficient or advanced on the Communication Arts assessment and whose scores were included in the State’s adequate yearly progress (AYP) computation and left secondary education during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the Communication Arts assessment and whose scores were included in the State’s AYP computation and left secondary education during the reporting year.</p>	<b>State and Local Administrative Records</b>	2005-06 50.95%	51.0%	59.2%
<b>1S2</b> <b>Academic Attainment -</b> <b>Mathematics</b> <b>113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of CTE concentrators who score either proficient or advanced on the mathematics assessment and whose scores were included in the State’s adequate yearly progress (AYP) computation and left secondary education during the reporting year</p> <p><b>Denominator:</b> Number of CTE concentrators who took the Mathematics assessment and whose scores were included in the State’s AYP computation and left secondary education during the reporting year.</p>	<b>State and Local Administrative Records</b>	2005-06 46.93%	45.0%	54.1%



Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</b>	<p><b>Numerator:</b> Number of CTE concentrators who passed the technical skill assessments aligned with industry-recognized standards.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the technical skill assessments aligned with industry-recognized standards.</p>	<b>Third party assessments when available</b>	2005-06 57.60%	59.60%	61.60%
<b>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</b>	<p><b>Numerator:</b> Number of CTE concentrators who earned a high school diploma or GED during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year.</p>	<b>State and local administrative records</b>	2006-07 94.66%	95.66%	96.00%
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	<p><b>Numerator:</b> Number of CTE concentrators who graduate during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who graduate <b>plus</b> the number of CTE concentrators who dropped out of school during the four (4) year reporting cycle.</p>	<b>State and Local Administrative Records</b>	2005-06 85%	≥85% or if they have made improvement from the previous year.	≥85% or if they have made improvement from the previous year.
<b>5S1 Secondary Placement 113(b)(2)(A)(v)</b>	<p><b>Numerator:</b> Number of CTE concentrators who graduated or received a GED and were placed in postsecondary or advanced training, in the military or employment in the second quarter following the program year.</p> <p><b>Denominator:</b> Number of CTE concentrators who graduated or received a GED.</p>	<b>State developed, school administered surveys/placement records</b>	2006-07 92.50%	93.00%	93.50%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</b>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups enrolled in nontraditional career education programs. The student must have earned on (1) or more credits in a nontraditional career education program.</p> <p><b>Denominator:</b> Number of CTE students enrolled in nontraditional career education programs. The student must have earned one (1) or more credits in a nontraditional career education program.</p>	<b>State/local administrative data</b>	<p>2006-07</p> <p>29.90%</p>	30.00%	32.00%
<b>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</b>	<p><b>Numerator:</b> Number of CTE concentrators from the underrepresented gender groups who completed and graduated from a nontraditional program.</p> <p><b>Denominator:</b> Number of CTE concentrators who completed and graduated from a nontraditional program.</p>	<b>State developed, school administered surveys/placement records</b>	<p>2006-07</p> <p>28.18%</p>	30.18%	31.00%

### III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

#### B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08- 6/30/09
<b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b>	<p><b>Numerator:</b> Number of CTE concentrators who passed the technical skill assessments aligned with industry-recognized standards.</p> <p><b>Denominator:</b> number of CTE concentrators who took the technical skill assessments aligned with industry-recognized standards.</p>	<b>Third party assessments when available</b>	2006-07 67.00%	69.00%	71.00%
<b>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</b>	<p><b>Numerator:</b> Number of CTE concentrators who received an industry-recognized credential/certificate, a one-year or two-year program certificate, or a degree during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.</p>	<b>State/local administrative data</b>	2006-07 84.14%	85.14%	86.14%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08- 6/30/09
<b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b>	<p><b>Numerator:</b> Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who were enrolled in postsecondary education in the previous reporting year who did not earn an industry-recognized credential/certificate, a one-year or two-year program certificate, or a degree in the previous reporting year.</p>	<b>State/local administrative data</b>	2006-07 70.00%	70.00%	70.00%
<b>4P1 Student Placement 113(b)(2)(B)(iv)</b>	<p><b>Numerator:</b> Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.</p>	<b>State developed school administered surveys/placement record</b>	2006-07 61.00%	62.00%	63.00%

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (Indicate Year)</b>	<b>Year One 7/1/07-6/30/08</b>	<b>Year Two 7/1/08- 6/30/09</b>
<b>5P1 Nontraditional Participation 113(b)(2)(B)(v)</b>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups enrolled in nontraditional career education programs. The student must have earned one (1) or more credits in a nontraditional career education program.</p> <p><b>Denominator:</b> Number of CTE students enrolled in nontraditional career education programs. The student must have earned one (1) or more credits in a nontraditional career education program.</p>	<b>State/local administrative data</b>	2006-07 29.90%	30.00%	32.00%
<b>5P2 Nontraditional Completion 113(b)(2)(B)(v)</b>	<p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in the nontraditional field.</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<b>State developed, school administered surveys/placement records</b>	2006-07 21.00%	22.00%	22.50%